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ABSTRACT

This investigation focused on English-as-a-foreign-language (EFL) teachers' and students' awareness and utilization of English outside the school context. Tentative techniques are suggested for introducing this type of English more formally, along with curricular materials. The investigation is motivated by a desire to improve upon continued low achievement by students and provide them with more exposure to authentic English on the one hand, and by the fact that the introduction of communicative and humanistic approaches has highlighted the need to consider affective, in addition to cognitive, aspects of learning. Questionnaires were submitted to teachers and students at the intermediate and secondary levels; responses came from 180 teachers and 240 students. Evidence from the investigation has shown that EFL teachers in Kuwait sometimes use outside-the-classroom English in co-curricular activities. The teachers believe that this type of English increases students' interest in learning, creates a link with actual use of English and enriches the learning experience. It is suggested that: (1) teachers awareness of the various uses of English available outside the classroom could be increased; (2) techniques borrowed from mass media and other forms of contact could be used in dealing with certain features of textbooks; and (3) parts of certain lessons could systematically be devoted to discussions based on activities related to mass media. The appendixes provide the questionnaires for students and teachers as well as 42 tables detailing their responses. The student survey is in Arabic. (JL)

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Formalizing Informal EFL Teaching and Learning*

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Formalizing Informal EFL Teaching and Learning

Abstract: This paper presents an investigation of EFL teachers' and students' awareness and utilization of English available outside the school context (e.g. media and travel). The paper also suggests tentative techniques for introducing this type of English more formally, along with curricular materials. The investigation is motivated by a desire to improve upon continued low achievement by students and provide them with more exposure to authentic English on the one hand, and by the fact that the introduction of communicative and humanistic approaches has highlighted the need to consider affective, in addition to cognitive, aspects of learning.

Evidence from the investigation has shown that EFL teachers (in Kuwait) sometimes use outside-the-classroom English in co-curricular activities. The teachers believe that this type of English increases students' interest in learning English, creates a link with actual use of English and enriches the learning experience. It is therefore suggested that: (1) teachers awareness of the various uses of English available outside the classroom could be increased; (2) techniques borrowed from mass media and other forms of contact could be used in dealing with certain features of textbooks; and (3) parts of certain lessons could systematically be devoted to discussions based on activities related to mass media.

Formalizing Informal EFL Teaching and Learning*

Ali H.S. Hajjaj**

The Purpose of the Study

In 1976, Benjamin Bloom wrote:"We can only determine the full limits of what the student can and will learn when we have provided qualities of instruction which are optimal for the individual learner". Commenting on this note, seven years later, Joanne Anania writes that most of what is known about the effects of instruction on learning has been gained from research on students receiving conventional group instruction. Group-based instruction, she adds, is an economic necessity for any society attempting to educate a large segment of its population. However, "conventional group instruction cannot provide optimal qualities of instruction for all members of the group because of differences in students' cognitive and affective entry characteristics. Conventional instruction is not designed to alter these entry characteristics in ways which could enable most of the students to attain high levels of achievement and positive affect toward learning. Also teachers are rarely able to provide optimal learning conditions for all the students in a classroom"(1983, p.3).

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It is with such views as those of Bloom and Anania in mind that the research presented today has started. It aims at providing some suggestions which may hopefully improve instruction in a group-based instructional situation, and this improved instruction may in turn lead to a change in at least some of the study (rather than entry) characterstics of students in ways which could lead to higher levels of achievement and more positive attitude toward learning. The research also aims at opening teachers' eyes to existing yet neglected opportunities for providing better learning conditions. The situation is that of a country, Kuwait, where English is officially a foreign language but in reality it is used extensively in various aspects in daily life. The students are exposed to this extensive English but they do not (or, at most, little) realize how useful it can be for their English language education. The teachers, all of whom are non-native speakers of English, are like their students exposed to a great deal of English outside the classroom but they do not much use it for motivating students and raising their levels of achievement. What this research will actually attempt to do is to investigate the types of English available outside the classroom, teachers' and students' awareness of this English, the extent of its present use in improving students' English, and finally in what ways it can be utilized in a better way through creating a link between this type of English and the "textbook" English in the classroom.

Research Related to the Study

Foreign language teaching has, under various approaches and methodologies, always realized the importance of reinforcing classroom practice, and indeed extending it through creating and often maintaining a link between classroom English and the real English outside. In fact, the developmental history of approaches, from pure grammar and translation of texts, audio-visual teaching, situational techniques, through to more newly adopted approaches such as the communicative approach, the natural approach, total physical response, and community learning.., is a history reflecting the gradual moving away from the idealized text- and, teacher-centered teaching toward a more flexible, learner-centred and to a greater or lesser extent, informal foreign language learning. It is also a history of ever increasing awareness of the fact that for language teaching and learning to be effective, motivating and rewarding, it has to be better linked to and drawing upon the actual use of language in real life. However, there is so far insufficient attempt being made to suggest a systematic use of the second language available outside the classroom.
As Penfield (1987) writes :

> The everyday life of the student is full of learning situations in the form of television, radio, newspapers,

movies, and so on. But too often these media resources are neglected in the second language classroom because teachers are not always certain how to adapt these rich and complex learning materials to students needs' and language competencies.

Penfield goes on to explain the details of her approach to using the media as a catalyst for communicative language learning. Much of what she says in terms of scope and purpose, communicative competence, philosophical principles, structuring the classroom environment and group centered learning (pp. 1-21) is however quite familiar, particularly in modified structural approaches, communicative language teaching, the natural approach, community language learning and the like (for example see Kharma and Hajjaj, 1988a (in Arabic); Kharma and Hajjaj, 1988b; Kharma and Hajjaj, forthcoming; Malamah-Thomas, 1987; Wright, 1987; Littlewood, 1986; Hajjaj 1986; Klein, 1986; Hajjaj, 1985; Krashen and Terrel, 1983; Yalden, 1983; Rivers, 1982; Roberts, 1982; Brumfit, 1980; Breen and Candlin, 1980; Rivers, 1980.) However, the activities (pp. 22-116), the ways of adapting media to the classroom (pp. 117-127), and the tools (e.g. newspapers, radio, television and films) Penfield finds avilable for teachers are interesting examples

of ways in which the media can be exploited in the classroom. In this way, she departs almost radically from the passing reference often made in the literature to the role of the media, particularly when the question of authenticity of language and of teaching - learning situations is raised (cf Hajjaj, 1979; Widdowson, 1978). In the remaining part of this section, an attempt will be made to provide a sampling of how second/foreign language as used in real life outside the classroom has been introduced into the classroom.

Kelly (1976) in 25 Centuries of Language Teaching, 500 BC-1969, argues that in terms of communications media, cultures have passed from the oral-aural, to the written and typographic and finally to the electronic, "each successive change overlaying, not replacing, the one preceding". He adds, "our modern age has at its disposal the machine, the book, the teacher, and the environment" (p. 237). This development has been reflected on classroom teaching and its reinforcement outside. Help in learning foreign languages from outside the classroom has, traditionally been sought, for example in the use of "informants" or native speakers who acted as drillmasters in the classroom, and whose function was not teaching. And in our own times teaching by

television has borrowed many techniques from the entertainment world (cf Kelly, pp. 235-297).

On the other hand, Cook (1983) argues that while one usually comes across much discussion of syllabuses, there has been little dicussion of the content or the actual subject matter of language lessons. He adds, "Typical content has been imaginary characters and information. 'Real' content, based on the world outside the classroom, has been comparatively rare". He goes on to suggest that" some possible types of real content are: another academic subject, content contributed by the students, language itself, literature, the culture of the country where the language is spoken, and interesting facts about the world at large"(p.229).

Following from Cook's line of thought, Prodromou, talking about the use of English as a foreign language in Greece, suggests that "what we as teachers can do is recognize the rich and varied uses of English on both a global and local scale, and wherever possible, to make pedagogic capital out of languages and cultures in contact" (p.83). To this effect, he demonstrates how the English which Greeks see and hear all around them" can be incorporated in a

methodology which sees the learning of English not just as the acquisition of a set of skills but as part of an eductional process of personal development" (p. 81) (cf Wilkins, 1986, P.8.). Among the local "authentic" English which can be used are: words written on walls by Greek football fans, names of shops, brand names, small ads in local English language newspapers, and the like (cf similar uses of English in Kuwait below).(2)

To sum up, two attitudes seem to dominate the use of "informal" English in the classroom. The weaker one views this English as a mere addition which may or may not be used. This is exemplified in Kelly (1976), and Littlewood(1981) as well as others. The stronger one aspires to elevate informal English to the status of an essential component of any methodology. This is clearly exemplified in Cook (1983), Prodromou (1987) and more strongly in Penfield (1987). This second, stronger, trend is consistent with recent learning/teaching humanistic trends, for example the Natural Approach (Krashen and Terrell, 1983). In the Natural Approach. "there is more emphasis on exposure or input, than practice; optimizing emotional preparedness for learning; a prolonged period of attention to what the language learners hear before they try to provide language; and willingness to use written and other materials as a source of comprehensible input" (Richards and Rogers, 1986: 129).

In the following part a "scenario" for what might be done in Kuwait will be given. This is based on investigating Teachers' and Learners' attitudes towards formalizing informal English. Some specific suggestions will also be given.

The Background

This paper attempts to formalize informal English language learning and teaching. What "formalize" means is to make use of English available outside the classroom environment (e.g. in the media, travel, computer, meeting native speakers, instructions on goods, etc) in a systematic way inside the classroom. This use is not intended to remain as it is now that is, to be dealt with at the discretion of individual teachers and learners, giving them some general or even no instructions on how to make it play an effective role in the teaching - learning process. Rather, an attempt will be made to introduce it as an indispensable part of classroom methodology. Of course, the idea is itself not a new one. However, it is a major shift of emphasis to suggest, as this paper does, that language resources outside the classroom be regularly and systematically exploited. A new look is timely, particularly in ELT situations such as the one this paper addresses itself to: namely, teaching and learning English as a foreign language at a nation-wide level.

The paper addresses itself to ELT in Kuwait, but its findings should be of interest to other EFL situations. English is required extensively in Kuwait: as a foreign language for all school learners; as a medium of instruction or reference-reading at the university level; as a means of communication, parallel to Arabic, in occupations and professions; and often, though not always in mass media and travel. With such extensive purposes, school English should naturally seek all possible means to equip school learners appropiately to meeting those demands.

The motivation underlying the present paper is varied but the most significant of its aspects are the following:

(1) The level achieved at the end of eight years of school English is, in most cases, too inadequate to meet the above demands.

(2) English language teaching is almost exclusively restricted to formal/classroom activities.

(3) The time given to teaching and learning the language, formally, is limited, thus providing learners with only limited exposure to English, let alone exposure to authentic English.

(4) There is a lot of English available outside the classroom which is not appropriately or effectively used.

(5) Given the type of pre-service, and in-service training teachers receive, and their limited communicative competence, teachers make only a little attempt to make use of out-side classroom English into either improving their methodology or competence in English.

(6) The present state of our knowledge of psychology and learning, particularly language learning (as a foreign/second language) supports the belief that both formal and informal language learning should come into play.

Furthermore, the use of English available outside the classroom context has always been seen as a vital but mostly inaccessable source of language teaching and learning, particularly for teachers and learners of English as a foreign language. Teachers and learners have always felt that exposure to English in the classroom context is naturally limited. The recent introduction of communicative and humanistic approaches has strongly highlighted not only the insufficiency and artificiality of classroom exposure to the foreign language but also, more importantly, the need to make a genuine attempt to utilize "any" English available outside the classroom as effectively as possible.

In this respect, Tomalin (1986) argues that "the English lanaguage is not fixed but constantly changing. The media, TV, radio and newspapers, reflect that change...(However) video, TV and radio are still underused as teaching aids in teaching English as a foreign language. The main reasons are cost, inconvenience and, in some cases fear of the technology" (P. 100). In addition to these reasons one could list indifference and lack of seriousness in investigating the possibilities that are found outside the classroom for improving upon the quality and indeed the quantity of foreign language teaching.

Furthermore, while learners of English in an English-speaking society (e.g. foreign students studying in the U.K. or the U.S.A.) have unlimited opportunities to practise the language naturally outside the classroom, this is not the case of the learner of English as a foreign language in his/her own country. In the latter situation, there is often a lot of English use available outside the class, in many situations where English rather than the native or national language is used. But the learner, particularly the young learner is not sufficiently motivated to exploit that English except unintentionally, informally or according to availability. Undoubtedly many recent EFL courses seriously attempt to introduce communicatively - oriented situations and create a link between classroom

practice and communicative situations outside. But these attempts remain limited, often insufficient and not systematically planned.

Therefore, given the limited exposure provided formally in the classroom and the desire to extend and expand this exposure, is it possible to fall back more strongly upon the real world in order to recruit more real exposure to EFL? And if the answer is "yes", which areas(s) can be most suited to this purpose in an EFL situation? And finally is it possible to introduce this type of English systematically, i.e. formally in the classroom: not as an optional component but as a vital complement of course materials? And more ambitiously, is it possible to assign specific times in the students' timetable for "teaching" this type of English?

The Design of the Study

Scope

The study consists of two stages: investigation and application. The first stage, investigation, takes a sample of teachers and students in order to investigate the following :

First: The teachers' English and English language teaching background.

Secondly: Specific issues related to informal English outside the classroom and their impact on English language teaching and learning.

These issues are the following:

1- Identifing the types of English available outside the classroom in Kuwait,

2- Identifying teachers' and learners' awareness of the existence of these types of English,

3- Finding out whether any such English is used at all for teaching and learning purposes.

4- Finding out whether teachers and learners think that this English lends (or should continue to lend) itself to teaching and learning purposes.

5- Finding out how best it can be used; in other words how teachers and learners feel toward more formal introduction of the types of English identified outside the classroom.

Thirdly: Students' reaction to TV programmes and how much they benefit from them in learning English is investigated. This is taken as an example of the type of English students are liable to be exposed to outside the classroom, and their reaction to its formal introduction in the classroom.

Fourthly: In the light of the findings, ways for making use of this English are suggested.

The second stage, application, attempts to design and implement a teaching - learning programme by means of which informal English can formally be introduced in the classroom. The aim is to see how effective this type of English can be in English teaching and learning in a "typical" EFL situation.

This paper reports on the first stage, investigation and its findings (3).

Tools

Two questionnaires, one for teachers and another for students, were prepared. The numbers of teachers and students responding to the questionnaire were 180 and 240 respectively. The questionnaires' population was a random sample representing males and females, taken from the intermediate and secondary stages of education; that is, representing teachers and learners in the eight years of studying English in general education in the country.

Interpretation:

This interpretation consists of two parts: Part I is concerned with teachers and Part II with students. Part I

consists of two sections: Section 1 is concerned with teachers' English and their English language teaching experience (Questions 1-10). Section 2 discusses issues related to English outside the classroom and their impact on English language teaching and learning (Questions 11-18).

Part I: Teachers

Section 1: Interpretation of Teachers Background

Teachers Qualifications: (See Table 1)

Almost all teachers (91.1%) in the sample are university graduates; five of them have higher qualifications. The others are: 3 secondary school leavers, 9 TTC graduates and 4 did not specify their qualifications.

All teachers in the sample (and most, almost all other teachers of English in general education) are non-native speakers of English and graduates of English or Education departments in Arab universities. With such qualifications they lack a sufficient experience in using English naturally. While most of them may have achieved a satisfactory level of lingusitic competence, they often have only a limited communicative competence, as a result of having little experience in using English with native speakers (see Table 6a and the commentary on it below).

Drawing their attention to the uses of English outside the classroom and training them into using it for teaching purposes will help to improve their communicative ability as well as improve their students' English.

Teaching Experience: (See Table 2)

All teachers in the sample have had a teaching experience though this varied to some extent: 22.2% have had 1-2 years experience; 20.6% 2-5 years, 26% 6-10 years; and 30.6% more than 10 years. With this range of teaching experience, one would expect that those teachers must have thought of using or have actually used some aspects of outside-the-clasroom English in their teaching.

Classes Taught: (see Table 3)

Most of the teachers in the two educational stages, the intermediate (or the first four years of English) and the Secondary (or the second four years of English), have taught the first year but only a smaller number have taught the final years of the two educational stages. However, it seems from Table 3 that all eight years of English are represented in the teachers' sample.

Number of Teachers in Each Stage: (see Table 4)

One hundred and one teachers (56.1%) in the sample teach in the Intermediate Stage and 71 (39.4%) teach in the Secondary Stage ; the remaining 8 teachers (4.5%) teach in both stages at the same time.

Sex: (see Table 5)

Ninety-four teachers (52.2%) are male teachers and 86 (47.8%) are female teachers.

From Tables 2,3,4, and 5 it can be seen that there is an almost a fair distribution of the population of the Sample in terms of teaching experience, classes taught, number and sex of teachers across the eight years of teaching English in Kuwait.

Travelling to English-Speaking Countries: (see Table 6a)

When asked whether they have travelled to an English speaking country, only less than one third of the teachers in the Sample (56 or 31.1%) said they had had such an experience. The majority (115 or 63.9%) of the teachers of English in general education in Kuwait have had no such experience. Nine teachers did not answer this question.

Living With English-Speaking Families: (see Table 6b)

When those (117 teachers) who have never been to an English-Speaking country were asked whether they had ever lived with an English - speaking family, only 17 (14.8%) of them answered that they had had such an experience. The majority (85.2%) said they never experienced that.

Why Visiting English - Speaking Countries: (see Table 7)

The researcher thought it interesting to investigage why those who travelled to an English-Speaking country

did so. Most of them (40 out of 56 or 71.4%) said they went there as tourists, 9 went there for study, 5 for various reasons (medical treatment, visiting relatives, accompanying husbands) but 2 gave no reasons.

Length of Staying in an English : Speaking Country
(See Table 8)

This category was furthermore asked about the length of their stay in an English - speaking country. The majority (34 or 60.7%) of the 56 respondents said that they stayed there from one to three months, 4 stayed from 4 to 6 months, 7 stayed 7 to 12 months, 6 stayed more than one year, and 5 gave no reply.

Extent of Improvement of English : (see Table 9)

When asked to what extent visiting an English-speaking country did or did not improve their English, none of the respondents said it did not help; 44.6% said it helped to a great extent and 55.5% said it helped to some extent.

How Respondents English Was Improved.: (See Table 10)

Respondents said that those visits improved their understanding of spoken English (64.3%); improved spoken fluency (58.9%); increased awareness of the uses of English (53.6%); motivated reading, listening to and writing more Enlglish (44.6%); and encouraged being more attentive to uses of English in Kuwait (42.9%).

From Tables 6a, 6b, 7, 8, 9, and 10, it is clear how limited the experience of teachers of English in Kuwait is in terms of the authentic use of English, as manifested in communication in real situations. Only a limited number of those teachers (31.1%) has had a reasonable chance of using English in real situations in an English-speaking country, and only 17 teachers (or 9.4% of the total sample) have had a chance of living with an English speaking family. The others, the majority, have to teach English, adopting communicative approaches, without having been exposed to real English outside their own countries. The issue becomes more worrying when we remember that the teachers themselves learnt English in their own countries, i.e in non-English-speaking countries. Such an issue becomes more important if we remember that those who lived in an English-speaking country, albeit a limited experience, felt that their (communicative ability in) English has improved to a great or some extent. And that improvement included understanding, speaking, awareness of the uses of English, reading and attentiveness to English uses in Kuwait.

Section 2: Issues Related to English Outside the Classroom.(see Table 11a, 11b,& 11c)

Teachers were asked to rank 17 uses of English available outside the classroom in order of their usefulness to learning English. Rank No.1 was given 18 points, No.2 was given 17 points and so on; so item ranked as No. 17 for example was given 2 points. Then the number of responses an item received was multiplied by the points assigned to the rank and by this the "weight" an item received was produced. For example, item C was concerning "Watching Video Films". Its weight was calculated in this way

13 respondents ranked it as Rank 1; so 13 X 18 = 324
32 " " " " " 2; " 32 X 17 = 544
26 " " " " " 3; " 26 X 16 = 416
13 " " " " " 4; " 13 X 15 = 195
16 respondents ranked it as Rank 5; so 16 X 14 = 224
6 " " " " " 6; " 6 X 13 = 78
8 " " " " " 7; " 8 X 12 = 96
7 " " " " " 8; " 7 X 11 = 77
5 " " " " " 9; " 5 X 10 = 50
6 " " " " " 10; " 6 X 9 = 54
7 " " " " " 11; " 7 X 8 = 56
5 " " " " " 12; " 5 X 7 = 35
1 " " " " " 13; " 1 X 6 = 6
4 " " " " " 14; " 4 X 5 = 20
1 " " " " " 15; " 1 X 4 = 4
1 " " " " " 16; " 1 X 3 = 3
4 " " " " " 17; " 4 X 2 = 8

Total Number of points for item C = 2100

Item 18 (in which it was left to respondents to specify uses other than those mentioned in the question) included other uses such as "English used by servants at home", but these uses were not ranked by any respondents. In the light of the number of points each item received, the items in the question were grouped into three sets; those which received the greater number of points were interpreted in this study as most useful or most important to learning English; those which received less points than the items above were interpreted as useful, and those which received the least number of points were considered the least useful to learning English (see Tables 11a, 11b, 11c). The three sets are summarized below in order of importance.

Most Useful	Useful	Less Useful
- English TV programs	- Reading notices	- Watching movies
- Speaking to native speakers of English	- Travelling abroad	- Sending telegrams
- Listening to English Radio programmes.	- Reading instructions on goods	- Translating from other school subjects.
- Reading English newspapers and magazines	- Writing letters to Eng. speaking friends.	- Preparing additional materials.
- Video Films	- Speaking to non-native speakers of English in English.	- Phoning people abroad.
- Reading English books (other than text books)	- Computer English	-

It can be seen that teachers believe that both printed and audio visual media (newspapers, magazines and books, and TV, Radio) can be most useful for learning purposes. Of similar importance is speaking to native-speakers of English in Kuwait. Of less importance (though still useful) are activities such as reading notices, travelling abroad, reading instructions on goods, writing letters to English speaking friends abroad and using computer English. One reason for this view which may come to mind is the fact that these latter activities involve less use of English, in terms of listening,

speaking and reading opportunities than the former ones. However, the least important activities, which also involve much less exposure to English, are those in the third category, namely: watching movies, sending telegrams, translating from other school subjects, preparing other additional teaching materials and phoning people abroad.

Aspects of Outside-the-Classroom English Teachers Use in Their Daily Life: (see Tables 12a, 12b, and 12c)

Similarly, the teachers in the sample were asked to rank the 17 items, representing the types of English available outside the classroom in Kuwait, in terms of the teachers' own use of these items in their daily life. The same formula mentioned above was also used in determining the order of

importance of use of these items in the teachers' own daily experience. Again, the answers were divided into three sets: most useful, useful, and less useful in teachers' daily life. The three types of items are summarized below;

Most Useful	Useful	Less Useful
- Watching English TV programmes	- Reading notices	- Preparing additional teaching materials.
- Reading English newspapers and magazines	- Watching video films.	- Translating from other subjects.
- Listening to English Radio programmes	- Speaking to non-native speakers in English	- Sending telegrams
- Reading Eng. books	- Watching movies	- Computer English
- Speaking to native speakers of English	- Writing letters to Eng. speaking friends.	- Phoning people abroad.
- Reading instruction on goods.	- Travelling abroad	

Twelve out of the 17 items maintained their status as most useful (5); useful (3); and less useful (4). This similarity between what is useful to learning and what the teachers actually practice in terms of the foreign language in their daily life is interesting and could be capitalized upon in introducing the outside English into the classroom. Of particular interest is the fact that the printed and

audio-visual mass media have maintained their prominent status in the teachers' experience and their view of their usefulness to learning English. However, both the use of outside English in preparing additional materials and translating from other school subjects have maintained low status as being less useful.

Aspects of Outside-the-Classroom English Sometimes Used in Teaching English: (see Tables 13a,13b,and 13c)

Similarly, the teachers in the Aample were asked about the items they sometimes used in teaching English and also to rank them in order of importance. The same formula was used in deciding that order. Again, in the light of responses given, the items were divided into three sets:

Most Useful	Useful	Less Useful
- Reading newspapers and Magazines	- Listening to Radio	-Watching Movies
- Reading Eng. books	- Watching TV	- Speaking to Native English speakers.
- Reading notices	- Speaking to non native speakers of English.	- Watching Video
- Preparing additional materials.	- Translating from other school subjects.	- Phoning people abroad.
- Reading instructions on goods.	- Telegrams to people abroad	
- Writing letters to friends abroad.	- Computer English	
	- Travelling abroad.	

When it came to actual teaching the order of importance changed. While teachers thought that audio-visual media (TV and Radio) were the most important aspects of outside-the-classroom English to language learning, and while the teachers themselves used these aspects in their daily life, what they actually did in the classroom was depend on printed and written media. The reason for this can be made obvious if we remember that printed and written media are easier to handle, more readily available and require less effort such as recording and re-playing in the classroom. But if they realize from their own experience, that audio-visual media are more useful, why don't they attempt to exploit them? (Which does not depend on bringing a TV set into the classroom).

How Teachers Exploit the Activities They Have Chosen: (See Table 14)

In this question, teachers were allowed to choose more than one answer. In terms of frequency of choice made, teachers arranged outside-the-classroom English uses in the following order:

- School radio, posters, games and competitions
- As a homework activity
- As self-learning
- As reinforcement (e.g. talking about characters similar to those in the textbooks).
- As a basis for classroom activities (e.g. starting a lesson by talking about a T.V. serial).
- For extra teaching materials (e.g. selecting passages for translation).

- As extension activities (e.g. preparing a reply for a letter mentioned in the textbook).
- As transfer activities (e.g. preparing an interview with a native speaker of English similar to an interview in the textbook).
- For tests
- Others: for giving explanation (e.g. giving further examples to illustrate a point in the textbook).

From the above list it is clear that those uses which do not imply a tangible, real committment on the side of students (and of course teachers) came first. Those that mean committment to a course of action such as giving further explanation, testing, extension and further practice in the language, particularly as a clear committment to bridging the gap between classroom English and authentic communication were given less importance. This situation may imply the fact that while teachers are interested in informal English, they are rather cautious in committing themselves to it. They naturally feel safer with prescribed/text materials; with all their belief in informal English (see the following section), they nevertheless assign it to peripheral aspects of the teaching-learning process.

Why Teachers Encourage the Use of Informal English
(See Table 15)

When asked why they encourage the use of informal English, teachers reacted more strongly and positively towards the aspects emphasizing the use of English for communication than those aspects related to textbooks. To

them, the issue is not whether textbooks are similar to or different from real life, or whether textbooks are sufficient or insufficient for students' need of English (these aspects received only 31.7%, 27.2% and 30.6% respectively; that is less than one third of teachers' approval). Rather, the importance of informal English, in the view of the majority of the teachers, lies in increasing students' interest in learning English (93.3%), maintaining a link between classroom English and real life (87.2%) and as source of enrichment of students' English language experience (86.1%). This is emphasized further by the additional reasons provided by the respondents, such as getting students to communicate naturally, maintaining personal relations with foreigners, and enriching students' knowledge.

Teachers Attitude Toward the Use of Informal English:
(See Table 16a, and 16b)

The majority of teachers (75%) said that informal English can be useful; a small minority (11%) said it is of little use; a smaller group (6.1%) said it is not teachable; and only a few teachers 5.6%) gave no reply.

Those who said that some types of informal English (under favourable conditions) could be used for teaching purposes were asked to arrange the items they would select

for that in order of importance. Their highest best choices were:

- Reading newspapers and magazines
- Watching TV
- Listening to Radio
- Reading Books
- Reading notices in the streets
- Speaking to native speakers of English

The choices that came next were:

- Reading instructions on goods
- Writing letters
- Travelling abroad
- Watching movies
- Translating from other school subjects.

The Teachers' lowest choices were

- Computer English
- Preparing additional materials
- Speaking to non-native-speakers of English
- Sending telegrams abroad
- Phoning people abroad

That computer English comes in the lowest choices is understandable if we remember that computers are still fairly quite uncommon in teachers' experience. Apart from additional materials (which teachers are not used to) the other choices in this category are too limited to be

of much value. The choices in the middle category are quite common though less accessible to teachers than those in the first category representing the best choices.

Conditions for Introducing Informal English: (See Table 17)

When asked under what (favourable) conditions informal English could be introduced, the majority of teachers said that that could be done if the teacher is given the freedom of selection (72.8%); if extra time is available (61.1%); or if the teacher is allowed to select items for homework and reporting back (56.1%). A smaller group said that that could be done if samples are selected for teachers by schools (43.9%); if clear instructions are given (39.4%); or if this type of English is assigned as an extra work to be done independently (36.1%). Only one third of the teachers said they would use informal language if it was optional, and approximately one third said they would use it only if it were part of the examination.

Further Comments: (see Table 18)

The further comments made by the teachers in the study simply reiterated their views expressed above, as well as Some further suggestions on how informal English could be used effectively. These comments will be touched upon in the conclusions and implications given below.

Part II : Students

Section I: Students' Background

A Cross-section of 225 students representing the two stages of English teaching with their eight classes, took part in the study. They also represented male and female students. (see Tables 19a, 19b, 19c and 19d).

It is clear from the tables that the student population in the study is so varied that it may reflect general attitudes and interests which may indicate those of other learners of English in various stages and classes.

Section II : Television and Learning English

The students taking part in the study were then asked to answer the following ten questions:

(1) Do you watch channel 2 programmes? (All programmes on this channel are in English but very often Arabic subtitles are provided.)

(2) Which type of programmes do you like to watch? (A list is provided; see Table 21 below.)

(3) Do you feel that these programmes are useful in improving your English?

(4) What language skills do you feel are improved by watching these programmes? (A list is provided.)

(5) Do you mention any such programmes in the English class?

(6) Does the teacher attempt to create a link between TV programmes and text materials?

(7) If the answer in (6) is (yes), how does the teacher do that?

(8) Do you feel that using some TV materials is useful in learning English?

(9) Mention one or more programmes you like to see; write the name(s) in English or Arabic.

(10) Mention any further comments you would like to make which could help in using TV in teaching English.

In order to make sure that students understood all the questionnaire items, it was written in Arabic rather than in English. Tables 20 to 29 give a summary of the students' answers.

Table (20) shows that the majority of the students (59.6%) sometimes watch channel 2; most of the others (35.1%) always watch it; and only a minority (4.9%) rarely watches television.

Table 21 shows the type of programmes students usually like and do watch on Channel 2 which is specialized in English-medium programmes. The Table lists

the programmes in order of students' preference. Among other programmes they mentioned are: science programmes, Best Sellers, Animal Life, and Future Horizons. Religious and news programmes might have come at the bottom of the list because they are transmitted much more often on Channel 1, the Arabic-medium Television, than on Channel 2.

It is clear from Table 22 that there is almost a consensus among the students concerning the usefulness of TV programmes in improving English learning. This is confirmed by students' views of the language skills which they feel TV programmes are able to improve (Table 23). They find that these programmes help in improving speaking and listening skills more than the reading and writing skills. Although there is, generally speaking, a high correlation between performance in one language skill (e.g. understanding) and another (e.g. writing) (e.g. students' performance in standardized tests such as TOEFL Tests), it is difficult to account for the fact that more students in this study think that TV programmes help in improving their speaking ability than those who think these programmes help in improving their listening ability. One interpretation could be that TV provides them with confidence to speak up, with opportunities to express themselves, and above all reinforces some of the language they have learnt or enables them to use new words, phrases, and expressions.

Table 24 shows that more than half of the students either sometimes (48.4%) or always (6.8%) refer to TV programmes in the English classroom. About 20% of the students rarely mentions these programmes and about one fourth of them (24.4%) never mention them. In other words, there already exists some awareness among students concerning what they see on TV and its influence on the English language they learn in the classroom. This awareness once intensively and extensively exploited could be better used in improving learning English and maintaining students' interest in it.

Table 25 shows similar responses to those given in Table 24. According to students, quite a good number of teachers (37.3%) link between TV programmes and text materials; a few (6.7%) always do this; about 27% rarely link TV programmes to text materials while 29.3% of them never do that. Again, there is a positive sign that this situation could be developed further to the extent of creating a more productive and systematic link between the two types of English (See below).

Students were asked further to identify how the teacher tries to link TV programmes with text materials (Table 26). The activities they mention and the ratio of their frequency as seen by the students constitute a basis from which to depart for a more formal use of outside-the-classroom

English. Furthermore, the fact that teachers often draw attention to similarities of situations in TV and text books is interesting to the kind of approach that could be adopted (See below).

As a further investigation of the role TV could play in learning English, students were asked whether using some TV materials was useful (Table 27). From their answers, it can be seen that the majority think that TV materials are useful provided that they are linked to text materials. However, some students believe that they are useful in any learning situation.

Students were then asked to mention one or more of their favourite TV programmes (Table 28). The researcher was amazed at the number of the programmes mentioned. Sixty-six programmes were mentioned and some of them were favoured by a large number of students. The similarity between the type of TV programmes favoured and topics dealt with in textbooks (cf for example O'Neill and Snow's Crescent English Course, 1983, used in Kuwait) could be pedagogically employed. (See Implications below.)

Finally, students were asked to write any further suggestions which could help in using TV in learning English. A long list of suggestions was given but eight

suggestions (see Table 29) were made by four or more students. Others were made by 3 or less.

Conclusions:

From the above survey of teachers and students' views the following conclusions emerge:

(1) Teachers in Kuwait are mostly university graduates with at least a B.A. in English language literature or English language and Education. However the majority of these teachers have little experience in using English in genuine communicative situations, especially with native speakers of English or in an English speaking community. Furthermore, they have spent at least four years in a university and some time (1 to 10 years or sometimes more) in actual service without having much opportunity to sensitize their English through contact with native speakers of English. Such a situation will continue. Until it changes, teachers have mainly to depend on English available in Kuwait. Indeed there is a lot of such English in the country: in mass media in particular, but also in books, notices in the streets, instructions on goods, computers and many others. Television in particular plays an important role in this respect though other media, speaking to native-speakers of English and other forms of contact remain an important source of acquainting teachers with English uses and culture.

(2) This trend of making use of the English spoken in the country is reflected in the teachers' answers. Teachers do draw upon the English available in Kuwait for improving their English, as a source of teaching materials or for other purposes (e.g enjoyment). However, teachers depend mainly on printed media as a source of additional teaching materials, but audio-visual media (TV and Radio) can also be exploited more usefully for pedagogic purposes.

(3) Evidence from teachers' responses confirm this finding. First, most teachers use outside English for outside-the-classroom activities. Secondly, teachers believe that this type of English increases students' interest, and enriches their English experience. Thirdly, the majority of teachers believe that some types can really be useful: newspapers, TV programmes, radio, books, notices, etc.

(4) Furthermore, while the majority of teachers are in favour of using this informal English, and many of them do actually use it to some extent, they are in favour of approaching it in a new way, away from the textbook approach. First, they want to have the freedom of selecting what they think most suitable for their students and for their teaching/learning situations. Secondly, they want extra time to introduce this type of English. Although this

is difficult to provide, it should not be seen as an obstacle. Teachers should encourage students to use the English language available outside the classroom to increase those students' natural input of learning (cf Krashen and Terrell, 1983). However, if such an approach is adopted then part of every or certain teaching period should be assigned to it. This naturally implies reducing the content of the textbook. Thirdly teachers wanted the freedom to choose what they think most suitable informal English for homework.

It is interesting in this respect that only about one-third of the teachers thought that specific guidance in this respect is necessary or that this English should be included in formal tests.

(5) The students' questionnaire, conducted on a fairly representative sample in terms of age-groups, sex and English language learning experience, confirmed some of the above findings. Among the most important of these findings, one could mention the degree of interest in and use of informal English (TV English) in the classroom by teachers. The students themselves showed a similar interest: they extensively watch English-medium TV, they have their own favoured programmes, they feel these programmes can help in improving their English. Students

rightly identify speaking and listening skills as those that benefit most by TV. They are aware of the times and occasions in which the teacher links text materials with TV English. The vast majority of students believe that TV English is useful in improving their English. All this is perhaps confirmed by the long list of programmes they view as their own favourite programmes.

Implications for EFL Teaching and Learning:

This research does not, in any sense, intend to burden teachers and students with new responsibilities, with yet other materials to be taught and learnt, or with forcing the world at large into the territory of the classroom. However, for (English) language teaching and learning to continue to provide useful services, and indeed improve the quality of those services, new realities have to be acknowledged; and a new world-wide pattern of life (based on our world getting smaller, and international communication and an ever-increasing flow of information getting bigger and bigger) has to be understood and adopted. The classroom can no longer afford to continue to limit itself to a set of finished-product activities prepared by a textbook writer. Rather, the classroom has to open up to the world outside and interact with it. New and novel activities have to be introduced as a continuous

process of interaction. Such activities should be drawn from audio-visual and printed media, and from what learners (and teachers) see and practise in real life: meeting native speakers of English, reading signs and food instructions, and from other means of communication.

In order to do that, and to get that effecive in teaching and learning EFL, at least three suggestions could be made, which, intentionally represent three stages in the process of introducing informal English in the classroom:

First: Teachers' awareness of the existence and usefulness of informal English in EFL teaching and learning should be increased. This could be done in several ways; in designing special courses in pre-service preparation of teachers; in in-service training courses; through inspectors in-class visits and their meetings with teachers. This awareness could be enhanced by interest shown by individual teachers and learners in teaching and learning English.

Secondly :

Until informal English could be formally and systematically introduced (see below), techniques borrowed from mass media (particularly TV) and other aspects of informal English could be employed by teachers in dealing with textbooks and for extending language learning. For example, practices based upon mass media could be adopted; reading

news; interviews (with characters in textbooks); headlines (based on topics in textbooks); acting; animal life; advertisements and short notices or announcements.

Thirdly :

Formal introduction of informal English could then be taken more seriously. There is indeed no limit to the activities that could be brought into the classroom which could be taken from media or other life experiences. For example:

1) The teacher can ask first year students to recall words they remember from TV programmes the day before.
2) The teacher can ask second year students to recall names of animals they saw on TV the day before.
3) The teacher can ask third year students to describe a scene, a place or a situation they saw on TV the day before.
4) Fourth year students can be asked to summarize a serial they heard on the radio, a story or a news item they read in a daily newspaper.

5) In the fifth year, students could work in group in preparing a weather forecast or a similar programme.
6) Sixth year students could be asked to report on important events they heard of or read about.

7) The teacher can ask students in the seventh grade to comment on certain advertisements they watched on TV or read in a magazine.

8) Eighth grade students can arrange a group discussion on an event, opinion, a film, a news item, etc. they came across the day before.

Such activities should not of course be seen or practised as isolated examples. Rather they should be conducted systematically on certain pre-arranged times. On the other hand, by frequency of presentation of these activities, and possibly by relating them to similar ones in textbooks, students should feel that these activities constitute an integral part of their learning development.

However, one should not conclude that the introduction of such an approach will not be faced with difficulties. In addition to the problem of finding sufficient classroom time which was mentioned earlier, many other problems will arise. What criteria will be used for the initial choice of materials and how will continuity of choice and use of materials be maintained? How are language problems to be faced, given the structured/graded nature of materials teachers and learners are used to in textbooks? How are learners going to cope with unstructured input which is unfamiliar, particularly to the foreign language teacher and

learner? How can teachers assess the difficulty of materials?(In this respect, compare Mobley, 1986.)

It is because of such difficulties that this paper has suggested approaching the idea of introducing outside-the-classroom English into the classroom in three ordered stages: increasing teachers' awareness of this type of English, borrowing techniques from mass media and introducing informal English formally. In other words, only after sufficient orientation has been achieved should we introduce informal English. This introduction should be gradual, limited to areas of interest to learners, and manageable by them.

Finally, what role should this informal English have in examinations? Well, since practising this type of English is, in a sense, unpredictable, it should not be part of any formal examination. But it should mainly be an integral part of on-going classroom assessment. This could eventually prove to be a turning point in our attitude toward tests and examinations.

Notes

(1) This study presupposes familiarity with these approaches and related literature and no attempt is therefore being made to provide any definitions of the approaches mentioned (for details see Littlewood, 1986; Richards and Rodgers, 1986).

(2) In this study, only some examples of "informal" English are given. A more detailed description of this type of English will appear in the second part called "Application" (see Note 3 below).

(3) The second stage (application) will involve the preparation of an actual teaching-learning programme, preparation of pre-and-post test, teaching the programme to an experimental group and conducting the test to this group as well as a control group.

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Appendix I

Tables of Teachers Answers

Table 1 *
Qualifications

Item	Number	%	Remarks
SSLC	3	1.7	
TTC	9	5	
B.A (or equivalent)	164	91.1	
Others	5	2.8	1 M.Sc in TESOL 3 Ed. Diploma 1 M.A Lit.**
No Reply	4	2.2	
Total	180	100	

* Abbreviations:
SSLC = Secondary School Leaving Certificate
TTC = Teacher Training College
B.A. = Bachelor of Arts.
Ed. = Education
M.Sc = Master of Science
M.A = Master of Arts.
** Teachers having these certificates in addition to the B.A.

Table 2
English Teaching Experience

Years	Number	%	Remarks
1 -2	40	22.2	
3 - 5	37	20.6	
6 - 10	47	26	
More	55	30.6	up to 20 years
No Reply	1	0.6	
Total	180	100	

Table 3
Classes Taught

Year of Study	Intermediate stage	Remarks	Secondary stage	Remarks
1st	68	A teacher may have up to 4 classes.	46	A teacher may have up to 3 classes.
2nd	70		45	
3rd	68		41	
4th	39		36	

Table 4
Number of Teachers in Each Stage

Item	Number	%	Remarks
Intermediate	101	56.1	
Secondary	71	39.4	
Both stages	8	4.5	Teaching both Intermediate and Secondary classes
Total	180	100	

Table 5

Sex

Sex	Number	%	Remarks
Male	94	52.2	In both stages of Education
Female	86	47.8	
Total	180	100	

Table 6a

Travelling to an English Speaking Country

Item	Number	%	Remarks
Yes	56	31.1	
No.	115	63.9	
No Reply	9	5	
Total	180	100	

Table 6b

Living with an English Family

Item	Number	%	Remarks
Yes	17	14.8	
No	98	85.2	
Total	115	100	

Table 7
Why Visiting English Speaking Countries

Reason	Number of Replies	%	Remarks
For study	9	16.1	
As Tourist	40	71.4	
No Reply	2	3.6	
Others *	5	8.9	
Total	56	100	

* Medical treatment (1)
Visiting relatives (1)
Accompanying husband (1)
Work (2)

Table 8
Length of Staying in English Speaking Countries

Period (months)	Number of Replies.	%	Remarks
1 - 3	34	60.7	
4 - 6	4	7.1	
7 - 12	7	12.5	
More than One year	6	10.7	
No Reply	5	9	
Total	56	100	

Table 9
Extent of Improvement of English

Item	Number of Replies	%	Remarks
Great Extent	25	44.6	
Some Extent	31	55.4	
Didn't Help	-	-	
Total	56	100	

Table 10
How Respondents English was Improved

No.	Item	No. of Replies	%
a.	Improved understanding spoken English	36	64.3
b	Improved spoken fluencey	33	58.9
c	Increased awareness of the uses of English.	30	53.6
d.	Motivated reading, listening and writing more English.	25	44.6
e.	Encouraged more attention to English uses in Kuwait (Radio, TV, newspapers, communication with others).	24	42.9

Others: It improved accent - It helped to be in touch with the English culture.

N.B. Some teachers selected more than one choice.

Table 11a.
Issues Related to English Outside the Classroom

No.	Ranking items in the order of their usefulness for the learning of English by students	Points
1.	Watching English TV programmes	2556
2.	Speaking to native English speakers	2498
3.	Listening to English radio broad-casts	2384
4.	Reading English newspapers, and magazines	2329
5.	Watching Video films	2100
6.	Reading English books(other than textbooks)	2008

Table 11b
Issues Related to English Outside the Classroom

No.	Ranking items in the order of their usefulness for the learning of English by students	Points
1.	Reading notices in the streets	1981
2.	Travelling abroad	1942
3.	Reading instructions on goods	1838
4.	Writing letters to English speaking friends abroad.	1663
5.	Speaking to non-native speakers in Egnlish.	1590
6.	Using English in Computers and computer games.	1563

Table 11c
Issues Related to English Outside the Classroom

No.	Ranking items in the order of their usefulness for the learning of English by students	Points
1.	Watching movies	1523
2.	Sending telegrams to people abroad	1335
3.	Translating from other school subjects.	1291
4.	Preparing additional teaching materials.	1266
5.	Phoning people abroad.	1123

Table 12a
Aspects of Outside-the-classroom English Teacher Use in Their Daily Life.

No.	Ranking items in the order of their importance in use	Points Replies
1.	Watching English TV programmes	2325
2.	Reading English newspapers and magazines	2303
3.	Listening to English radio broadcastings.	2200
4.	Reading English books(other than text books)	1836
5.	Speaking to native English speakers	1818
6.	Reading instructions on goods	1521

Table 12b
Aspects of Outside-the-Classroom English Teachers Use In Their Daily Life.

No.	Ranking items in the order of their importance in use.	Points
1.	Reading notices in the streets	1358
2.	Watching Video films	1245
3.	Speaking to non-native speakers in English	1214
4.	Watching movies	1092
5.	Writing letters to friends abroad	1045
6.	Travelling abroad	1015

Table 12c
Aspects of Outside-the-Classroom English Teacher Use In Their Daily Life

No.	Ranking items in the order of their importance in use	Points
1.	Preparing additional teaching materials	823
2.	Translating from other school subjects	642
3.	Sending telegram to people abroad	501
4.	Using English in computers and games	467
5.	Phoning people abroad	399

Table 13a
Aspects of Outside-the-Classroom English Sometimes Use in Teaching English.

No.	Ranking items in the order of their importance in use.	Points
1.	Reading English newspapers and magazines	1567
2.	Reading English books (other than textbooks)	1320
3.	Reading notices in the streets	1204
4.	Preparing additional teaching materials	1153
5.	Reading instructions on goods	1143
6.	Writing letters to English friends abroad.	1077

Table No.13-b
Aspects of Outside-the-Classroom English Teachers Sometimes Used In Teaching English

No.	Ranking items in the order of their importance in use	Points
1.	Listening to English radio broadcasts.	931
2.	Watching English TV programmes	899
3.	Speaking to non-native speakers in English.	802
4.	Translating from other school subjects	702
5.	Sending telegrams to people abroad	407
6.	Using English in computer and games.*	399
7.	Travelling abroad*	399

* Items 6 and 7 have the same weight

Table 13c
Aspects of Outside-the-Classroom English Sometimes Used In Teaching English

No.	Ranking items in the order of their importance in use.	Points
1.	Watching movies	364
2.	Speaking to native English speakers	357
3.	Watching Video films	322
4.	Phoning people abroad	235

Table 14
How Teachers Use The Activities They Have Chosen

No.	Activities	Number of Responses
1.	Outside the English lesson	127
2.	As homework	111
3.	As self-learning	109
4.	As reinforcement.	103
5.	As a basis for classroom activities	95
6.	For extra teaching materials	91
7.	As an extension activities	78
8.	As Trasnfer activities	50
9.	For tests	46
10.	Others: For giving clear explanations.	

N.B. Some teachers selected more than one choice

Table 15
Why The Teachers Encourage the Use of Informal English

No.	Reasons	Number of Responses	%
1.	To increase interest in learning English	168	70.6
2.	As a link between classroom English real life	157	87.2
3.	For encouraging students to enrich their English	155	86.1
4.	Textbook English is similar to real life English	57	31.7
5.	Textbooks are insufficient	55	30.6
6.	Textbook English is different from real life	49	27.2
7.	Others: To let students communicate in a natural way. To maintain personal relationships with foreigners. To enrich their knowledge and develop their lingusitc skills. To revise the information they know in Arabic. To link students' knowledge in English and Arabic. To be able to express themselves to give them something to talk about.	46	25.6

N.B. Some teachers selected more than one choice

Table 16a
Teachers' Attitude Towards the Use of Informal English.

Choice	No. of Teachers	%
Can be useful	135	75
Of little use	24	13.3
Not teachable	11	6.1
No reply	10	5.6

Table No. 16 ba
Some Types Can Really Be Useful

No.	Ranking items in the order of their importance	Points
1.	Reading English newspapers and magazines	1396
2.	Watching English TV programmes	1309
3.	Listening to English radio broadcasts.	992
4.	Reading English books(other than textbooks)	934
5.	Reading notices in the streets	891
6.	Speaking to native English speakers	854

Table 16bb
3. Some Types Can Really Be Useful

No.	Ranking items in the order of their importance	Points
1.	Reading instruction on goods	731
2.	Writing letters to Englis speaking friends abroad.	687
3.	Watching video films	660
4.	Travelling abroad	636
5.	Watching movies	512
6.	Translating from other school subjects.	497

Table 16bc
4. Some Types Can Really Be Useful

No.	Ranking items in the order of their importance	Points
1.	Using English in computer and games	439
2.	Preparing additional teaching mtrl	409
3.	Speaking to non-native speakers in English	364
4.	Sending telegrams to people abroad	323
5.	Phoning people abroad	155

Table 17
Conditions for Introducing Informal English

No.	Conditions	Number of Responses	%
a.	If the teacher is free to select teaching materials.	131	72.8
b	If extra time is available	110	61.1
c	If the teacher is allowed to select items for homework and reporting them back in class	101	56.1
d.	If samples are selected by each sch	79	43.9
e.	If clear teaching introductions exist in teacher's book	71	39.4
f.	If such types are assigned as extra work to be done independently	65	36.1
g.	If its introduction is optional for the teacher	64	35.6
h.	If these types occur in exams	58	32.2
i.	Others: Vido films - Writing letters to English people		

N.B. Some teachers selected more than one choice

Table 15

Further Comments

1. Students should be encouraged to use English outside the classroom.
2. Teachers should be given freedom and enough time to tackle extra activities.
3. The density of students in classes should be reduced to give them the chance to practise language activities sufficiently.
4. Teachers' teaching load should be reduced to concentrate on various language activities.
5. A part of the mark allotted to oral work should be given to pupils for practising such activities.
6. The content of the questionnaire is quite useful.
7. We hope to apply the language activities which occur in the questionnaire.
8. One period a week should be devoted to tackle these activities.
9. The English programme that is shown on the TV at 6.30 every Thursday can be recorded on video tapes and used in our schools.
10. The amount of prescribed material should be reduced to give the students enough time for practising authentic English.

Appendix II

Tables of Students' Answers

Table 19a: Stages of Education

Stage	No. of students	%	Remarks
Intermediate	112	49.8	4 years
Secondary	113	50.2	4 years
Total	225	100	

Table 19b: Classes

Classes	No. of students	%	Remarks
1st Int.	28	12.4	
2nd Int.	28	12.4	
3rd Int.	28	12.4	
4th Int.	28	12.4	
1st Sec.	28	12.4	
2nd Sec.	28	12.4	
3rd Sec. (Science)	28	12.4	Arts not included
4th Sec (Arts)	28	12.4	Science not included.
Total	225	100	

Table 19c: Age-groups

Age-groups	No. of students	%	Remarks
1 - 10 year old	-	0	
10 - 11 " "	25	11	1st Intermediate
11 - 12 " "	16	6.1	2nd "
12 - 13 " "	28	12.4	3rd "
13 - 14 " "	26	11.5	4th "
14 - 15 " "	27	12	1st Secondary
15 - 16 " "	33	14.7	2nd "
16 - 17 " "	22	9.8	3rd "
17 - 18 " "	31	13.8	4th "
18 + " "	17	7.6	
Total	225	100	

Table 19d: Sex

Sex	No. of students	%	Remarks
Male	112	49.8	Int. & Sec.stages
Female	113	50.2	" " "
Total	225	100	

Table 20 : Watching TV Programmes

	No. of students	%	Remarks
Always	79	35.1	
Sometimes	134	59.6	
rarely	11	4.9	
never	1	0.4	
Total	225	100	

Table 21 : Favoured TV Programmes

Title	No. of students	%	Remarks
Foreign serials	212	94.2	
Foreign films	161	71.2	
Cartoon films	129	57.3	
Sports programs	123	54.7	
Cultural programmes	119	52.9	
News magazine	113	50.2	
Religious programmes	82	36.4	in English
News at Eight	53	23.6	

N.B. This study does not include programmes transmitted through the medium of Arabic.

Table 22 : Usefulness of TV in Improving English

	No. of students	%	Remarks
Useful toa great extent.	123	54.7	
Useful to some extent	96	42.7	
not useful	6	2.7	
Total	225	100	

Table 23 : Language Skills TV Programmes Can Improve

Skills	No. of students	%	Remarks
Speaking	152	67.6	
Listening	134	59.6	
Reading	94	41.8	
Writing	51	22.7	

Table 24 : Reference to TV Programmes in Class by Students

	No. of students	%	Remarks
Sometimes	109	48.4	
never	55	24.4	
rarely	46	20.4	
Always	15	6.8	
Total	225	100	

Table 25 : Linking TV Programmes to Text Materials by Teachers

	No. of students	%	Remarks
Sometimes	84	34.3	
Never	66	29.3	
rarely	60	26.7	
Always	15	6.7	
Total	225	100	

Table 26 : How the Teacher Links TV Programmes and Text Materials.

	No. of Students	%	Remarks
Mentions information and situations from TV	106	47.1	
Draws attention to similar situationsin text and TV	97	43.1	
Encourages students to take about relevant TV programmes	86	38.2	
Assigns homework related to TV	59	26.2	
Uses some TV activities in the classroom	41	18.2	

Table 27 : Are TV Materials Useful in Learning English?

Are TV materials useful?	No. of Students	%	Remarks
Yes, if linked to text materials	170	75.6	
Yes, in all situations	41	18.2	
No, they are not	14	6.2	
Total	225	100	

Table 28: Favourite TV Programmes

Favoured by	Programme
More than 50 students	Falcon Crest
49 to 40 students	Best Sellers
39 to 30 students	New Wilderness; Beauty and the Beast
29 to 20 students	Thundercats; School Days; A-Team; Air Wolf; Knight Rider; Cartoons; Butterfly Island; Split Images.
19 to 10 students	Wise Guy; The Bill Cosby Show; Side Kicks; Heart of the City, Cultural Programmes; Murder She Wrote; World of Strange Powers; A Year in the Life; World Circus; Magazine D'actualite (a French programme); Candid Camera; Weekend (a local English programme)
9 to 5 students	Outlaws; News at Eight; Twilight Zone; Rags to Riches; Believe it or Not; Hitchcock; Horizon; Huston Knights; Matlock; Hot Shots; The Mickey Mouse Club;
Less than 5 students	Thirty different programmes are mentioned.

Table 29: Students' Suggestions on Using TV in Learning English

	Suggestions	No. of students
1.	Designing English Programmes for children	33
2.	Teaching Grammar by TV	30
3.	Presenting Textbook topics by TV	23
4.	Presenting Simplified Teaching Dialogues by TV.	16
5.	Conducting TV Student Contests based on textbooks..	9
6.	Increasing English-medium Cultural Programmes	8
7.	Presenting an English-medium tourist Programmes.	6
8.	Eliminating the use of Arabic Subtitles	4

Appendix III

Teachers' Questionnaire

QUESTIONNAIRE

Dear Colleague,

This questionnaire is a part of an on-going research project entitled "Formalizing Informal English Language Teaching and Learning" and supported by Kuwait University. The research aims at investigating the role of English outside the classroom (in the mass media such as Radio, TV, and local press, meeting native speakers of English, instructions such as on canned food, notices, [illegible] travel, etc.) in assisting formal English teaching and learning.

Please fill in the questionnaire as carefully as you can. Your cooperation is highly appreciated. A copy of the findings will be sent to you on request.

Researcher

Ali H. S. Hajjaj (Ph.D.)
Department of English
Faculty of Arts
KUWAIT UNIVERSITY

December, 1987

Questionnaire on the Use of Real English in the Classroom

(Real English = English as used in communication outside the classroom)

1. Qualification: SSLC ☐ TTC ☐ BA (or Equivalent) ☐

   Other? Please specify: _____

2. English Teaching Experience: 1. -- 2 years ☐

   2. - 5 years ☐

   6 - 10 years ☐

   More ☐

3. Classes Taught: 1st ☐ 2nd ☐ 3rd ☐ 4th ☐

4. Stage: Intermediate ☐ Secondary ☐

5. Sex: Male ☐ Female ☐

6. Have you ever been to an English speaking country?

   Yes ☐ No ☐

   If 'NO,' have you ever lived with an English speaking family?

   Yes ☐ No ☐

   If 'NO,' don't answer Qs. 7 through 10. Go to Q. 11

7. Why did you go there?

   For study ☐ As a tourist ☐

   Other reasons? Please specify: _____

8. How long did you stay there? (in all).

   1 - 3 months ☐ 4 - 6 months ☐

   6 - 12 months ☐

   More than one year. Please specify _____

h) Reading instructions on goods. ☐

i) Speaking to non-native speakers in English. ☐

j) Reading English newspapers and magazines. ☐

k) Writing letters to English-speaking friends abroad. ☐

l) Translating from other school subjects. ☐

m) Phoning people abroad. ☐

n) Travelling abroad. ☐

o) Preparing additional teaching materials. ☐

p) Reading English books (other than textbooks). ☐

q) Watching movies. ☐

r) Others? Please specify _____

_____

12. Which of the above items do you yourself use in your life? Please write below the letter (a), (b), (c) etc. in front of the items you use in the order of their importance in your use. For example, if you use "Reading English newspapers" must write (j) first, followed by other letters appearing against your choices and disregard the rest.

( ), ( ), ( ), ( ), ( ), ( )

( ), ( ), ( ), ( ), ( ), ( )

( ), ( ).

13. Which of the items in Q. 11 you sometimes use in teaching English. Arrange your choices as in Q. 12 above.

( ), ( ), ( ), ( ), ( ), ( ),

( ), ( ), ( ), ( ), ( ), ( ),

( ), ( ).

14. If you have answered the above question how do you use the items you have chosen?

a) In activities outside the English lesson (e.g. school radio, posters, games, competitions) ☐

b) As homework ☐

c) As an extension of similar activities ☐

d) As a transfer from similar activities ☐

e) As a basis for some types of classroom activities ☐

f) As a reinforcement of what students learn in class ☐

g) As a self-learning activity ☐

h) For choosing extra teaching materials (e.g. dictation, reading/listening comprehension, composition, translation, etc.) ☐

i) Choosing some tests and test items ☐

j) Others? Please specify: _____

_____

15. Why do you encourage your students to use these types of English?

a) The textbook materials are insufficient. ☐

b) To create a link between classroom English and real life. ☐

c) To get students more interested in learning English. ☐

d) The English students learn from textbooks is different from real-life English. ☐

e) The English students learn from textbooks is similar to real-life English. ☐

f) To encourage students to enrich their knowledge and use of English. ☐

g) Others? Please specify?: _____

_____

16. What is your attitude towards using this type of English as a means of improving students' English?

a) It is of little, if any, use to students. ☐

b) As it is, it is not teachable. ☐

c) Some types, though not all of them, can really be useful. ☐

If you put a tick (✓) in (c), please mention below these types in order of importance. (Write only the letters of the types you choose from Q. 11 above.)

( ), ( ), ( ), ( ), ( ), ( ), ( ), ( )

( ), ( ), ( ), ( ), ( ), ( ), ( ), ( )

d) Others? Please specify: _____

_____

17. Under what conditions can the types you have chosen in Q. 16 above be introduced formally as part of the English course.

a) If extra time is given to teaching English ☐

b) If clear instructions on how to teach them are given in the Teacher's Book. ☐

c) If the teacher is given a freer-hand in selecting some of the teaching materials. ☐

d) If these types are included in examinations. ☐

e) If some samples are carefully selected by each school. ☐

f) If such types are assigned as extra work to be done independently by students. ☐

g) If the teacher is allowed to select certain items for the students to work on and report back in class. ☐

h) If we leave it to the teacher to introduce it or not. ☐

i) Others? Please specify: _____

_____

18. Please write below any further comments you would like to add.

_____

_____

_____

_____

_____

_____

Appendix IV

Students' Questionnaire

بسم الله الرحمن الـــرحيم

عزيزى الطالب / الطالبة

تهدف الاسئلة التالية الى التعرف على البرامج التى تشاهدها من البرامج التى يبثها تليفزيون الكويت / القناة الثانية ، كما تهدف ايضا الى محاولة التعرف على مدى الفائدة التى يمكن تحقيقها فى زيادة تمكنك من اللغة الانجليزية .

ارجو التكرم بالاجابة على الاسئلة التالية ، شاكرا لكم حسن تعاونكم .

الكويت فى ١٩٨٨/٢/٢٨م

د . على حسين حجاج
جامعة الكويت

السؤال الاول : بيانات

ضع علامة ✓ في المربع المناسب لك

	المرحلة	المتوسطة				الثانوية					
١	السنة الدراسية	١ م	٢ م	٣ م	٤ م	١ ث	٢ ث	٣ ش ع	٣ ث د	٤ ث ع	٤ ث د

	العمر	اقل من ١٠	١٠-١١	١١-١٢	١٢-١٣	١٣-١٤	١٤-١٥	١٥-١٦	١٦-١٧	١٧-١٨	اكثر من ١٨
٢											

	النوع	طالب	طالبة
٣			

	المنطقة التعليمية	العاصمة	حولى	الفروانية	الجهراء	الاحمدي
٤						

السؤال الثاني : التليفزيون وتعلم اللغة الانجليزية

ضع علامة ✓ في المربع الذي يناسب رأيك

١ - هل تشاهد برامج التليفزيون على القناة الثانية ؟

دائما	احيانا	نادرا	لا اشاهدها

٢ - اى البرامج التالية تشاهدها على القناة الثانية ؟ (ضع اكثر من ✓ اذا لزم)

أ - المسلسلات الاجنبية ☐

ب - الافلام الاجنبية ☐

جـ - الاخبار الانجليزية ☐

د - المجلة الاخبارية المصورة ☐

هـ - الرسوم المتحركة ☐

و - البرامج الرياضية ☐

ز - ترجمة القرآن الكريم والبرامج الدينية ☐

ح - البرامج الثقافية ☐

ط - غير ذلك : اذكر الاسم بالعربي او بالانجليزية .....

.....

٣ - هل تشعر ان برامج التليفزيون الانجليزية تفيد في تحسين مستواك في اللغة الانجليزية .

الى حد كبير	الى حد قليل	لا تفيد

٤ - في اى المجالات التالية تشعر ان البرامج التليفزيونية مفيدة في تحسين مستواك في اللغة الانجليزية ؟ (ضع اكثر من ✓ اذا لزم)

الاستماع	التحدث	القراءة	الكتابة

٥ - هل تأتي على ذكر برامج التليفزيون الانجليزية اثناء الدرس ؟

دائما	احيانا	نادرا	لا اذكرها

٦ - هل يربط المدرس بين برامج التليفزيون ومادة درس اللغة الانجليزية

دائما	احيانا	نادرا	لا يفعل ذلك

٧ ـ اذا كان المدرس يربط بين برامج التلفيزيون الانجليزية ودرس اللغة الانجليزية فكيف يفعل ذلك ؟
(ضع اكثر من علامة ✓ اذا لزم)

أ ـ يذكر بعض المواقف والمعلومات من التليفزيون في الفصل. ☐

ب ـ يشير الى المواقف المتشابهة في الكتاب المدرسي وفي التليفزيون ☐

جـ ـ يستخدم بعض مواد التليفزيون في انشطة الفصل. ☐

د ـ يعطي واجبا منزليا له علاقة بالتليفزيون ☐

هـ ـ يشجع الطلبة على الحديث عن برامج التايفزيون ذات العلاقة ☐

و ـ اذكر اوجه ربط اخرى تتذكرها : .....
.....

٨ ـ هل تعتقد ان استخدام بعض جوانب برامج التايفزيون سيفيد في تمكن الطلبة من اللغة الانجليزية؟

أ ـ نعم في جميع الدروس ☐

ب ـ نعم اذا كانت برامج التليفزيون لها علاقة بالدروس ☐

جـ ـ برامج التليفزيون لا تفيد ☐

٩ ـ اذكر برنامج او اكثر من برامج التليفزيون الانجليزية تحسب مشاهدته .
(اكتب الاسم بالعربي او بالانجليزي)

أ ـ .....
ب ـ .....
جـ ـ .....
د ـ .....
هـ ـ .....

١٠ ـ هل لك مقترحات يمكن اضافتها تفيد في استخدام برامج التايفزيون في تعليم اللغة الانجليزية؟
اذكر ماتراه مناسبا منها : .....
.....
.....
.....

شـــاكرا لكم تعاونكم ،،

د . علي حسين حجاج
قسم اللغة الانجليزية ـ جامعة الكويت